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ABSTRACT

The Bilingual Education Program for 1969-70 was evaluated in this report. The program consisted of 1,220 Mexican American pupils in grades 1-3 in Harlandale Independent School District, San Marcos Independent School District, and St. John's Catholic School in San Marcos. Its primary objective was to provide a learning situation to meet the special needs of children who speak limited English and whose dominant language is Spanish. Its goal was to help the child achieve normal educational progress by third grade. The program involved 5 components: curriculum development, instruction, teaching improvement, community involvement, and project coordination. Specific objectives for each component, participants, measuring devices, and an analysis of data obtained were presented. Tabular data covered teachers, schools, and pupils; C.A. and I.Q. scores for first grade; Metropolitan Achievement Test Scores in English language arts and math; attendance percentages; comparisons of Inferred Self-Concept Judgment Scale results; and teachers' rating. Appendices included sample rating scales and questionnaires, parents' comments, and a sample lesson from a first grade social studies unit. (NQ)

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EVALUATION REPORT

OF THE

BILINGUAL EDUCATION PROGRAM

Harlandale Independent School District

San Marcos Independent School District

Southwest Texas State University

1969-1970

Submitted To:

The U. S. Office of Education,
as a report of the first year's progress,
under the provisions of Title VII of P.L. 89-10,
as amended.

Grant # OEG-0-9-530014-3480 (280)

by

Dr. B. E. Hughes
Project Director

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BILINGUAL INSTRUCTION FOR GRADES 1-3

Summary

The program, Bilingual Instruction for Grades 1-3, was designed to provide bilingual education for pupils in grades 1-3 who have limited English-speaking ability. The primary goal is to give the child a command of English sufficient to carry the whole load of his education at his normal learning rate by the end of the third grade. In addition, teaching the child in Spanish should prevent his educational retardation while he is learning English and should reinforce his pride in the history and culture associated with his native language.

The project, during 1969-1970, involved the development of curriculum materials for bilingual classes, bilingual instruction in grades 1-3, the supervision of student teachers in the program---as well as the inservice training of teachers and aides, the greater involvement of parents of bilingual children in the education of their children, and the coordination of the cooperative efforts of two schools districts and a teacher training insitution (Harlandale Independent School District, San Marcos Independent School District, and Southwest Texas State University).

The instructional program operated in the two school districts mentioned above and one non-public school (St. John's Catholic School, San Marcos). There were more than 6,000 children enrolled in grades 1-3 in the districts, with almost half of them speaking Spanish as a first language. The Harlandale district is in the southern part of San Antonio. The target schools in Harlandale have 80% to 99% Mexican-American students. The 31 teachers from Harlandale taught 926 pupils in those six elementary schools. San Marcos is a college town of some 18,000 inhabitants. There are three elementary schools and a catholic school. There were eleven teachers in the project in this district and 294 pupils. The socio-economic status of the target families in the San Marcos district is much the same as that in Harlandale.

The project is managed by a director from Southwest Texas State University and a coordinator from each of the districts. This plan seems to work very well when competent personnel are obtained. Harlandale acted as fiscal agent for the project. Excellent cooperation was maintained between the two districts and the University. Although the director administered the project, major policies were determined by the Consortium (the Superintendents and a University official).

Bilingual curriculum guides were written in the summer of 1969 by two teachers from each district and the coordinators. These will be revised in the summer of 1970 by writers who will use the comments and criticisms, of the teachers who used them, as a basis for revision.

Workshops were conducted in the summer, 1969, for project leaders, curriculum writers, teachers, and aides. Project leaders and curriculum writers attended a one day session on leadership and sensitivity training. They, also, received orientation in the writing of performance objectives. The consultant from Trinity University worked with the writers for five days during the summer. The preschool workshop for teachers and aides included orientation to the project, exmination and discussion of the bilingual guides, demonstrations of teaching techniques, discussions on Spanish usage and the use of audio-visual equipment and materials. The teachers reported that they benefited from the workshops, as well as regular monthly meetings that were held. They expressed a need for more guidance in the use of curriculum guides and materials and some still feel inadequate when teaching in Spanish.

Children were generally grouped heterogeneously into self-contained classrooms with bilingual teachers and a full or part-time aide. However, six first grade classes and six second grade classes were taught by a team teaching arrangement. A bilingual teacher and an English speaking teacher worked as a team for two classes. Evidence favoring one or the other approach was inconclusive. Further evidence, with a greater control of the variables, is needed.

Project goals in instruction were generally achieved. Pupils in the bilingual classes generally made normal progress, compared to national norms, on the Metropolitan Achievement Test.

The instructional component places special emphasis on teaching English as a second language through a phonetic-linguistic approach. Since Spanish is a phonetic language, learning to read in Spanish is relatively easy as compared to learning to read in English. Having learned to read in Spanish, children then make the transition to English reading. But, instruction in the language arts is not enough. Practice and reinforcement in both English and Spanish results from the teaching of subject matter---social studies, math, etc.---in both languages.

Pupils in the project showed an improvement in self-concept as a result of bilingual teaching. Not only was the language of their home accepted in school, but they could understand what the teacher was saying. There was improved attendance and more spontaneous verbal interaction in the classroom.

Parents showed a greater interest in their children's education. They made more visits to school, attended community advisory committee and school board meetings, and parent's comments on questionnaires generally showed enthusiasm for the program and their children's role in school.

The teachers were the real heart of the program and were responsible for the successful achievement of goals. Bilingual teaching this year required extra work, extra preparation, and extra meetings. Their enthusiasm did not wane. They felt inadequately prepared in some areas of bilingual instruction---the use of Spanish in the classroom and techniques in teaching bilingually---thus, inservice training was held to strengthen those areas. Twenty-six students from Southwest Texas State University did their student teaching in the program. There was a mutual enhancement of student teachers and bilingual teachers. Of the twenty-six student teachers who were graduated, four were graduated with highest honors. Almost all of them have contracts to teach in bilingual programs next year.

The program's success justifies the recommendation that it be refunded annually to continue the training of bilingual teachers, the development of materials, curricula and instructional techniques for bilingual education, and the improvement of human relations through learning to communicate in two languages.

CONTEXT

San Marcos is a University town situated in the south central part of Texas almost midway between Austin and San Antonio, to which it is linked by Interstate 35. It has a population of approximately 18,500, which is increased by some 10,000 by the winter enrollment at Southwest Texas State University. The people of San Marcos generally work at the University, in small businesses, or in service occupations. The majority of the workers are classified as service, unskilled, skilled or semi-skilled. The population density is desirable except in blighted areas where there are many substandard dwellings.

The Harlandale School District is located in San Antonio some 50 miles southwest of San Marcos. Population density in the target areas of Harlandale is much the same as that in San Marcos. Major occupation groups for the two cities are much the same, also. While Educational institutes (Brown Schools, San Marcos Baptist Academy, Camp Gary Job Corps, Southwest Texas State University) provide much of the work for San Marcos residents, many of the residents in the Harlandale district are employed in federal installations.

Both school districts depend heavily on special fundings to maintain quality educational programs. Neither district has the taxable industry to adequately support the schools.

Both school districts serve grade levels 1-12, but will begin kindergarten programs next year. San Marcos has three elementary schools, a middle school, one junior high school, and one high school. Last year's enrollment totaled 4,459. The Harlandale system has 14 elementary schools, 4 junior high schools, and 2 high schools with a total enrollment of 17,053. The school population does not fluctuate dramatically, but gradual increases in enrollments occur from year to year. The per pupil cost of education in the districts is approximately four hundreed dollars.

The percentage of Mexican-American pupils in the target schools ranges from approximately 60% to 99%. That these pupils come from predominately Spanish-speaking homes is indicated in a study made in San Antonio which reported that 71% of the Mexican-American parents spoke only Spanish to each other and 89% of the grandparents spoke only Spanish to their grandchildren. It is not uncommon then, where only English instruction is given, for the Spanish-speaking child to remain two years in the first grade. In the traditional classroom, then, he might never catch up with his English-speaking counterpart, but continue to experience failures. Eventually, the majority would drop out of school.

The result of pilot projects in both Harlandale and San Marcos led to the conclusion that bilingual education could change the destinies of many of these children. Thus, when schools officials from the two districts and from Southwest Texas State University, which furnishes many of the teachers for the districts, heard of Title VII they decided to make a cooperative effort to improve educational opportunities for the Mexican-American child. The existing program is the result of their agreement.

PROGRAM DESCRIPTION

Scope of The Program

The program, Bilingual Instruction for Grades 1-3, was designed to provide bilingual education for pupils in grades 1-3 who have limited English-speaking ability. The primary goal is to give the child a command of English sufficient to carry the whole load of his education at his normal learning rate by the end of the third grade. In addition, teaching the child in Spanish should prevent his educational retardation while he is learning English and should reinforce his pride in the history and culture associated with his native language. Additional goals of the project included the training of bilingual teachers, the development of materials, curricula and instructional techniques for bilingual education, and the improvement of human relations through learning to communicate in two languages.

Personnel

A. Project Director

The project director is an Associate Professor of Education at Southwest Texas State University. He holds a doctorate in Elementary Education, has taught bilingual students in elementary schools in Texas and Albuerque, New Mexico, and has a working knowledge of the Spanish language. One half of his salary was paid by the project and the other half was paid by Southwest Texas State University. His duties with the University involved teaching one class in which bilingual students, majors in elementary education, were enrolled, and the supervision of student teachers who did their internships in project classrooms.

B. Project Coordinators

Two bilingual coordinators were employed--one to work in each of the school districts. It was felt that a minimum of five years teaching experience in the primary/elementary grades was needed to qualify for this position. Their work involved the supervision of teachers, the selection of materials, the holding of in-service workshops, and the supervision of evaluation activities.

C. Teachers (not paid with project funds)

Forty-two teachers in grades 1-3 completed the year in the project. Although it was hoped that only teachers with at least two years experience could be found for the program, several of the teachers had no previous experience, while others had masters degrees and many years of experience. The enthusiasm of the new teachers and fresh ideas that they brought with them as recent college graduates was an asset to the program, in spite of their lack of experience.

D. Teacher Aides

Fifteen teachers aides were employed with Title VII funds. Seven additional aides were employed with local or other funds. Each teacher had the services of an aide to help in the routine clerical duties in the classroom and to give individual help to pupils under the close supervision of the teacher.

E. Secretary

The program employed a full-time secretary to work in the project director's office. She took dictation, did typing, duplicating, and other clerical work. She kept records and files on project activities, and helped in making necessary reports. In addition, she regularly reviewed bilingual publications and materials and made suggestions for use of these materials in the project.

F. Clerk-Typists

Each of the project coordinators had the services of a full-time clerk-typist to help in the preparation of reports and in the preparation and dissemination of materials.

G. Student Teachers

Twenty-six students from Southwest Texas State University did their intern experiences in bilingual project classrooms during the school year for periods of 9 weeks (full-time) or 18 weeks (half-time). They prepared materials, developed units and daily lesson plans, and instructed the pupils, bilingually, in individual and group situations.

H. Interns

Several interns from Our Lady of the Lake College's Project Teacher Excellence observed and worked in some of the bilingual classrooms.

I. Volunteers

Mothers occasionally aided the teachers in special classroom activities such as holiday parties. They also accompanied the teachers on off-campus field trips, furnishing transportation and supervision for some of the pupils.

Several students from the Campus Christian Community at Southwest Texas State University regularly worked as volunteer tutors at the Southside Community Center in San Marcos. Some pupils who had special educational problems went to the center after school hours for individual help from the college students.

J. Consultants

Several consultants were used during the school year to aid in the following types of activities:

1. Leadership and Sensitivity Training Workshop
2. Instructional System Workshop
3. Spanish Usage
4. Demonstrations of bilingual teaching techniques and use of bilingual materials
5. The use of audio-visual equipment and materials
6. Evaluation--development of rating scales, tests, and evaluation designs, and the analysis of evaluation data

Procedures

This report covers the school year 1969-70. At the time of writing this report, the program of instruction for the 1220 pupils in grades 1-3 of the 10 elementary schools in the project, had been in effect for nine months. The average child in the program was showing normal educational gain, as compared to national norms, on the Metropolitan Achievement Test.

INstruction in the first grade began with oral activities. Teachers used pictures, objects, and models for oral discussion and vocabulary development. Experiences of the children were used also as a basis for discussion and were later written as experience charts for reading and writing activities. The basic material for instruction in Spanish, however, was the set of cuadernos -- three for each grade level, 1-3. Copies of the cuadernos have been furnished the U. S. Office of Education and the Texas Education Agency. The cuadernos contain pictures along with letters of the Spanish alphabet in a basic phonetic presentation. Specific objectives and instructions for presentation are given for each lesson. The teacher moves her class through the cuadernos at whatever rate they are able to go. Pupils may actually write on pages of the cuadernos and take them home for additional reading and writing practice. The teacher helps the pupils to see the relationship between the Spanish alphabet and words and their English counterparts so that transition into reading and writing in English may be facilitated.

The English language arts program began with an oral approach in the first grade. Typical language readiness procedures were used, with explanations being made in Spanish when necessary. Children were grouped within the classes as necessary according to their degree of readiness for English reading and writing. Experience charts were used extensively, and basal state-adopted texts were introduced by the teachers as their groups were ready for them. The American Book Company and Houghton Mifflin Company series were used. The curriculum guides, prepared by the project writers in the summer, 1969, served as the guide for adaptation and usage by the teachers.

Similar procedures for English language arts were followed in the second and third grades. Pupils were instructed at their level of readiness. INstruction was primarily in English, but vocabulary and concepts were clarified through the use of Spanish. Curriculum guides were furnished second and third grade teachers for use in conjunction with basal texts.

The instruction in math is done bilingually. First grade teachers use more Spanish than English in teaching math, but by the end of the first grade and through the second and third grades, both Spanish and English on an equal time basis is used for math instruction. An oral, concrete experience approach is used in the beginning of the first year, with teachers moving to basal text materials (SRA Series) as the pupils are ready for them.

Social Studies instruction is taught through the unit plan. Teachers at all three grade levels are furnished with basic units, which they further develop with their classes. Included among the units at appropriate times (e.g. Mexican holidays) are units designed to help the child learn more about the Mexican and Mexican-American culture and heritage. Units are taught in both Spanish and English. Songs which accompany many units are taught in both Spanish and English. A sample lesson is shown in Appendix III.

Instruction in other subject areas is carried out bilingually by some teachers, but Spanish is used merely for clarification by others. The curriculum guides contain suggested procedures for adaptation of text material, as well as the necessary Spanish vocabulary, for teaching science, health and safety in both Spanish and English.

The procedures followed in achieving project goals in other components are discussed in the evaluation section of this report.

Budget

The total per pupil cost for the period June 1, 1969 to May 31, 1970 was $72.83. Total expenditures during the period were $96,139.38. This figure includes the following: one-half salary for project director, full salaries for two coordinators, full salaries for three clerk-typists (who also helped in preparation of curriculum materials), full salaries for fifteen teacher aides, temporary salaries for curriculum writers and consultants, and teaching and testing materials. No teachers' salaries were paid from Title VII funds.

EVALUATION

The primary objective of the project is to provide a bilingual learning situation designed to meet the special educational needs of children in grades 1-3 who have limited English-speaking ability and who come from environments where the dominant language is Spanish. The concern is for the children to achieve normal educational progress in regular school classrooms by the end of grade 3. The emphasis is on using the mother tongue as the medium of instruction while developing the child's command of English until it is sufficient to carry the whole load of his education, thereby preventing his educational retardation while reinforcing his pride in the history and culture associated with the language of his home.

The project involves five interlocking and supporting components:

1. Curriculum Development Component. The development of comprehensive curriculum outlines, teaching units, and testing devices, and assembling of various types of teaching materials suitable for bilingual instruction in grades 1-3.

2. Instructional Component. The development of English as a second language and the improvement or development of communications' skills in Spanish. The instruction of pupils in both Spanish and English in at least two content areas--math and social studies, and the use of Spanish to clarify concepts in other content areas.

3. Teaching Improvement Component. The development of a comprehensive program of teaching improvement through systematic preservice and inservice training of teachers and teacher aides and the use of video-tapes and other feed-back devices for personal criticism and evaluation.

4. Community Involvement Component. The development of appropriate strategies for maximizing the involvement of parents and community resources, thereby improving school-home-community relations and telling the advantages of bilingual education within the community.

5. Project Coordination Component. The development of an efficient, cooperative administrative structure among the schools involved to assure successful and economical achievement of project goals.

The specific objectives for each of the components, participants, measurement devices, and data obtained, with an analysis of same, are presented in the following paragraphs.

Curriculum Development Component

A group of bilingual curriculum writers examined curriculum materials--books, workbooks, curriculum guides, records, and filmstrips, which had been collected--along with the existing Harlandale bilingual guide, and developed curriculum guides for use by teachers in grades 1-3 in the project.

The project director and the two coordinators selected two teachers each from San Marcos and Harlandale to help with the writing and adaptation of materials. In addition, a consultant in Instructional Systems was contracted to orient writers to the stating of performance objectives. Dr. Carleton Downing, Professor of Education, Trinity University, conducted the orientation and periodically checked the quality of the work.

The guides were completed during the summer of 1969. They were termed satisfactory by the consultant, by the director and coordinators, by college professors from SWTSU who read them, and by other supervisory personnel who are involved in the development of curriculum in the schools. In addition, the teachers in the project have used the guides during the school year and have voiced their satisfaction. Their comments and criticisms will serve as a basis for revision of the materials during the summer of 1970. Copies of the curriculum guides have been furnished the U. S. Office of Education and the Texas Education Agency.

Three additional teachers from each school system joined the other writers during the school year to develop tests to accompany the curriculum guides. Although the tests were written, validity and reliability tests of the instruments have not been completed.

Instructional Component

All of the teachers who participated in the program were volunteers, except two, who readily agreed to instruct bilingually, when asked by their principals. The children in the program were generally chosen on the basis of their ability or inability in the use of English. These were generally children from low-income families and were experientially and culturally deprived. Parents consented to their children's placement in the program. In addition, many other parents requested that their children be enrolled in the bilingual classes. These requests were honored when possible.

AS shown in Table I, the program began with 44 teachers in grades 1-3, and 22 teacher aides, in 10 elementary schools in Harlandale and San Marcos, with a total of 1220 pupils, or an average of 27.7 pupils per class. There were 41 pupils who had non-Spanish surnames. On the other hand, 246

TABLE I

TEACHERS, SCHOOLS, AND SUMMARY OF PUPIL DATA

TEACHER	SCHOOL	GRADE	NUMBER PUPILS	NUMBER NON-SPANISH SURNAME	NUMBER WHO SPOKE LITTLE OR NO ENGLISH IN SEPT.
Almendarez	Bowie (SM)	1	28	0	2
Muñoz	Bowie (SM)	2	27	0	0
Gilbert*	Collier (H)	1	28	0	7
Perales	Collier (H)	1	29	0	20
Alvarez	Collier (H)	2	27	2	10
Garza	Collier (H)	3	26	1	4
Aguirre	Columbia Hts.(H)	1	30	0	5
G. Flores	Columbia Hts.(H)	1	29	1	20
Middleton	Columbia Hts.(H)	1	29	2	3
Minica	Columbia Hts.(H)	1	29	1	15
Mitchell	Columbia Hts.(H)	1	31	0	5
Rivas	Columbia Hts.(H)	1	28	1	14
Thompson	Columbia Hts.(H)	1	29	0	15
Miranda	Columbia Hts.(H)	2	30	2	0
Nuñez	Columbia Hts.(H)	2	31	0	1
Pachecano	Columbia HTS.(H)	2	29	0	2
Roberts	Columbia Hts.(H)	2	29	0	0
Corn	Columbia Hts.(H)	3	30	1	0
Peche	Columbia Hts.(H)	3	26	0	0
Rhodes*	Columbia Hts.(H)	3	27	3	0
Curlee	Crockett (SM)	1	26	2	0
Jaure	Crockett (SM)	1	27	0	1
Kolbe	Crockett (SM)	2	26	11	0
Nicola	Crockett (SM)	2	29	0	0
Ramsey	Crockett (SM)	3	27	0	0
S. Flores	Flanders (H)	1	24	1	20
Hernandez	Flanders (H)	2	26	1	0
Mora	Flanders (H)	3	27	0	2

TABLE I (Continued)

TEACHER	SCHOOL	GRADE	NUMBER PUPILS	NUMBER NON-SPANISH SURNAME	NUMBER WHO SPOKE LITTLE OR NO ENGLISH IN SEPT.
Haley	Gerald (H)	1	32	2	15
Murillo	Gerald (H)	1	29	1	29
Cardenas	Gerald (H)	2	29	0	1
Sister Socorro	St. John's (SM)	1	23	2	5
Sister Dolores	St. John's (SM)	2	25	0	0
Gaona	Stonewall (H)	1	29	1	0
Reyna	Stonewall (H)	1	26	0	15
Rives	Stonewall (H)	2	27	2	0
Comet	Stonewall (H)	2	28	0	0
Rodriguez	Stonewall (H)	2	27	2	7
Calonge	Stonewall (H)	3	24	0	2
Lopez	Stonewall (H)	3	26	1	1
Perez	Stonewall (H)	3	26	0	0
Vance	Travis (SM)	1	27	0	3
Camacho	Travis (SM)	2	29	0	2
Jones	Wright (H)	1	29	1	20
TOTALS:					
44 Teachers	10 Schools	20 First Grades 15 Second Grades 9 Third Grades	1220	41	246

* Left program--unable to replace

of the pupils spoke little or no English when school opened. Almost all of the pupils spoke Spanish as a first language. Two teachers were lost from the program through resignation and were not replaced by bilingual teachers. In the other 42 classes there was generally just the normal number of losses or gains due to transfer since these schools do not have heavy migrant populations. Data are not included for pupils who were not enrolled during pre-testing or post-testing of the classes.

There was an attempt to select comparison groups, however, data shown in Table II revealed that, although mean ages were the same, there was s significant difference in Otis I.Q. in favor of the controls. The comparison groups also had a greater percentage of children who spoke English, which would tend to invalidate results on the tests that required English usuage. However, in other respects, type home, size family, family income and occupation, etc., the groups were similar enough that valid comparisons for some purposes might be made.

One of the primary objectives of bilingual instruction in this program is to develop normal proficiency in English by the Spanish speaking child by the end of the third year in the program (end of the third grade). This, of course, cannot be shown until children have been in the bilingual program through grades one, two, and three. However, if children show normal gain (when compared with national norms) between pre- and post-testing periods we can assume that progress is satisfactory.

The Metropolitan Readiness Test, Form A, was administered to beginning first graders in October, 1969 and the Metropolitan Achievement Test, Primary I Battery, May, 1970. Instructions were given in both Spanish and English in October, but, in English only in May.

The Metopolitan Achievement Test, Primary II Battery, and Elementary Battery were administered respectively to the second and third graders in October, 1969, and May, 1970. A summary of results of the tests is shown in Tables III, IV, and V. The scores represent a total, or combined, score in language arts. Since mean percentile ranks, based on standard scores, are shown, the class can be considered making normal gain if the post-test score is not significantly below the pre-test score. Tests of critical ratio do not reveal significant differences between pre-and post-test scores for second and third grade groups, thus, the predicted normal gain was achieved. The difference between the mean scores on the pre-test (Metropolitan Readiness) and post-test (Metropolitan Achievement) for the first grades may reflect the inadequate correlation of the two instruments since the mean scores for control groups showed similar types of differences. And, of course, children who were instructed primarily in Spanish during the year were not expected to achieve national norms in English by the end of the first grade.

TABLE II

C.A. AND I.Q. DATA - FIRST GRADE

TEACHER	C.A. Oct. 1969		MEAN GOODENOUGH I.Q.		MEAN NON-VERBAL OTIS I.Q. Oct. 1969		MEAN NON-VERBAL OTIS I.Q. April, 1970	
Aguirre	90.8		112.7		95.6		93.7	
Almendarez	82.7		101.1		82.4		97.4	
Bailey		79.0		91.6		100.0		103.6
Brasher		77.6		101.0		107.1		110.3
Curlee	79.5		101.6		101.2		101.6	
Flores, G.	80.2		86.7		106.6		112.2	
Flores, S.	78.3		98.8		94.0		99.5	
Gaona	81.8		114.8		106.0		100.4	
Haley	80.2		93.6		101.0		101.4	
Jaure	81.1		95.5		91.0		98.7	
Jones	79.9		78.8		96.9		98.0	
Kimbro		81.1		92.2		95.7		102.0
Middleton	77.9		98.5		106.2		109.5	
Minica	77.9		107.3		105.6		106.4	
Mitchell	78.2		98.2		103.0		103.5	
Murillo	79.6		105.2		100.7		101.4	
Perales	78.0		111.7		102.6		103.5	
Randle		81.0		112.8		99.9		100.2
Reyna	85.7		80.6		96.1		96.5	
Rivas	80.3		101.7		103.6		108.3	
Sister Socorro	79.9		102.6		100.3		98.3	
Thompson	77.6		101.9		94.6		101.3	
Vance	79.7		96.7		95.8		98.6	
Young		83.5		101.5		103.8		104.2
MEANS (BILINGUAL)	80.5		99.4		99.1		101.6	
MEANS (CONTROL)		80.4		99.8		101.3		104.1

TABLE III

METROPOLITAN ACHIEVEMENT TEST SCORES - FIRST GRADE *

INSTRUCTIONAL - ENGLISH LANGUAGE ARTS (ESL) - 1.1

TEACHER	PRE-TEST BILINGUAL	PRE-TEST CONTROL	POST-TEST BILINGUAL	POST-TEST CONTROL
Aguirre	61.7		24.8	
Almendarez	41.4		33.8	
Bailey		61.2		56.4
Brashears		52.9		32.9
Curlee	54.0		29.6	
G. Flores	60.2		35.0	
S. Flores	53.2		32.3	
Gaona	63.8		37.4	
Haley	35.8		19.9	
Jaure	43.3		34.7	
Jones	74.9		34.7	
Kimbro		32.0		19.5
Middleton	47.0		33.9	
Minica	63.8		30.5	
Mitchell	28.3		19.6	
Murillo	36.3		25.7	
Perales	42.0		16.9	
Randle		55.0		27.4
Reyna	20.0		19.8	
Rivas	62.8		28.2	
Sister Socorro	70.3		40.2	
Thompson	23.6		9.9	
Vance	23.3		12.4	
Young		79.2		54.5
MEAN	47.7	56.1	26.7	38.1

*Data shown in mean percentiles

TABLE IV

METROPOLITAN ACHIEVEMENT TEST SCORES - SECOND GRADE*

INSTRUCTIONAL - ENGLISH LANGUAGE ARTS (ESL) - 2.1

TEACHER	PRE-TEST BILINGUAL	PRE-TEST CONTROL	POST-TEST BILINGUAL	POST-TEST CONTROL
Alvarez	26.4		19.7	
Camacho	34.0		39.4	
Cardenas	35.0		34.9	
Comet	28.2		34.0	
Gafford		29.7		22.8
Hernandez	47.9		52.6	
Kolbe	54.5		53.1	
Miranda	41.6		41.8	
Muñoz	45.9		38.2	
Nicola	40.3		25.7	
Nuñez	28.9		22.1	
Pachecano	23.2		18.9	
Rives	51.4		54.9	
Roberts	71.0		71.8	
Rodriguez	27.3		42.1	
Salazar		30.7		24.7
Sister Dolores	47.8		37.2	
MEAN	40.2	30.2	39.1	23.8

*Data shown in mean percentiles

TABLE V

METROPOLITAN ACHIEVEMENT TEST SCORES - THIRD GRADE *

INSTRUCTIONAL - ENGLISH LANGUAGE ARTS (ESL) - 3.1

TEACHER	PRE-TEST BILINGUAL	PRE-TEST CONTROL	POST-TEST BILINGUAL	POST-TEST CONTROL
Calonge	23.8		21.5	
Corn	37.5		31.6	
Farmer		44.9		51.5
Garza	31.5		36.5	
Lopez	17.4		19.9	
Mora	35.6		31.4	
Peche	47.4		43.4	
Perez	39.7		40.3	
Ramsey	52.4		47.5	
Rhodes		27.5		24.4
MEAN	35.7	36.2	35.3	38.0

*Data shown in mean percentiles

It should be noted that the first graders, with a mean percentile rank of 47.7 on the Metropolitan Readiness Test (Table III) scored near the national median. This is an indication that these pupils, when addressed in a language they understand can and do demonstrate the potential for normal academic work. Also, the group possesses normal intelligence, as revealed by the Otis Quick Scoring Test of Mental Ability, non-verbal part. Instructions were given in both Spanish and English (Table II). The pupils showed significant gain in the I.Q. scores between the October, 1969, and April, 1970 testing. Form A was used for pre-test and Form B for post-tests. Certainly, the increase in mean score is indicative of cognitive growth during the year of bilingual instruction.

Second grade bilingual groups had a pre-test mean score of 40.2 on the Metropolitan Achievement Test, primary II Battery, and a mean post-test score of 39.1--no significant difference--but, since the scores represent percentile ranks for beginning and end of second grade, normal gain is indicated. Bilingual group scores were significantly higher than comparison groups scores.

Third grade bilingual classes experienced normal gain in English language arts as revealed by Metropolitan Achievement test scores (Table V). These groups had a mean percentile rank of 35.7 (pre-test) and 35.3 (post-test). Most of these third graders, as well as the second grade classes, had not had the advantages of bilingual instruction last year.

A second instructional objective is to develop and improve communication skills in Spanish. Three criteria were set as indications of the first graders' ability to read, write, and speak standard Spanish. Table VI contains data derived from teachers' tests of these criteria. Item 4.1a stated that the child would be able to state orally in standard Spanish the names of at least 7 of 10 items presented in pictures. Seventy percent or more of the children in all of the classes were able to achieve this criterion. On item 4.1b, pupils were to write ten common Spanish words, stated orally by the teacher, with a maximum of three spelling errors. SEventy percent or more of the pupils in four of the 19 classes were able to achieve the acceptable level. An oral reading test, item 4.1c, in which the children read aloud two pages from a first grade Spanish basal reader, was passed by sixty percent of the children in 15 of 19 classes.

First graders showed an interest in Spanish language arts through their spontaneous use of Spanish in conversation and discussion. Also, they freely chose Spanish books for reading and took them home to share with their parents.

The failure of a large group of the pupils on item 4.1b indicates a need for re-examination of the criterion. A greater number of criterion measures should be used to gain a more comprehensive picture of the children's overall achievement in Spanish.

TABLE VI

INSTRUCTIONAL - SPANISH LANGUAGE ARTS - FIRST GRADE

PERCENT OF PUPILS IN CLASS WHO ATTAINED CRITERION

TEACHER	Item 4.1a*	Item 4.1b	Item 4.1c
Aguirre	93	38	100
Almendarez	93	57	60
Curlee	89	33	83
Flores, G.	100	78	97
Flores, S.	100	38	100
Gaona	92	40	88
Haley	90	70	87
Jaure	100	56	85
Jones	92	36	80
Middleton	89	48	63
Minica	96	51	55
Mitchell	78	26	92
Murillo	88	50	57
Perales	70	30	42
Reyna	88	54	81
Rivas	88	77	100
Sister Socorro	85	65	50
Thompson	74	30	63
Vance	93	78	70

*Item 4.1a: Given a set of ten cards each with a picture and a letter of the Spanish alphabet, the child will say orally the name of the picture (which begins with that letter) in standard Spanish with no more than three errors.

Item 4.1b: When teacher states orally ten common Spanish words (items in classroom, etc.) the child will write the words with no more than three spelling errors.

Item 4.1c: The child will read aloud two pages from a Spanish reader, book one, with a maximum of six errors.

Table VII reveals the percent of pupils in second grade bilingual classes who were successful on four criterion measures in Spanish language arts.

More than 70 percent of the pupils in all classes achieved success on item 5.1a--following oral teacher instructions in Spanish. Approximately one half of the classes achieved better than 65 percent success on item .1b--a test in composition. All but two of the classes achieved better than 0% success on item 5.1c to the teacher's satisfaction. This was a test in oral use of Spanish in describing familiar objects in complete sentences. Nine of 15 classes achieved better than 70 percent success on an oral Spanish reading in a second grade Spanish reader. This is acceptable since most of the pupils had not had instruction in Spanish language arts previous to this year.

Teachers and Coordinators, along with the evaluator, need to re-examine the program in Spanish language arts to determine whether enough time is being devoted to writing in Spanish and whether new or additional instructional techniques are needed by some teachers.

The results of tests in Spanish language arts in the third grades (Table VIII) indicate that these pupils, most of whom have had no instruction in Spanish previously, can communicate satisfactorily in oral Spanish, but have not achieved third grade level in reading and writing in Spanish. The interest of the pupils is high, however, and Spanish Language Arts is a popular subject.

Math was one of the content courses which was taught bilingually. The objective was to help the children develop concepts and skills in math equal to those represented by national norms as revealed by the total math score on the Metropolitan Achievement Test by the end of three year bilingual instruction (grades 1-3). Tests administered were the Metropolitan Readiness Test (pre-test, first grade), Metropolitan Achievement Test, Primary I Battery (post-test, first grade), Metropolitan Achievement Test, Primary II Battery (pre- and post-test, second grade), and Metropolitan Achievement TEst, Elementary Battery (pre-and post=test, third grade).

The results of pre-and post-testing in math are shown by mean percentile rank by classes in Tables IX, X, and XI for the first, second, and third grades.

Again, the first graders showed normal potential for math work as revealed by the readiness test scores (instructions were given in Spanish and English). The mean achievement level of 38.0 at the end of the year

TABLE VII

INSTRUCTIONAL - SPANISH LANGUAGE ARTS - SECOND GRADE

PERCENT OF PUPILS IN CLASS WHO ATTAINED CRITERION

TEACHER	Item 5.1a*	Item 5.1b	Item 5.1c	Item 5.1d
Alvarez	84	89	84	64
Camacho	77	55	81	85
Cardenas	100	85	71	82
Comet	96	70	85	78
Hernandez	100	79	100	96
Kolbe	80	69	88	73
Miranda	85	35	77	42
Muñoz	100	52	92	64
Nicola	100	88	100	85
Nuñez	100	30	83	34
Pachecano	100	36	58	28
Roberts	100	42	83	97
Rodriguez	96	52	59	52
Rives	100	96	100	100
Sister Dolores	95	19	71	80

Item 5.1a: Given oral instructions in Spanish by teacher, child demonstrates understanding by compliance 70% of cases.

Item 5.1b: Child writes short story (no fewer than 5 sentences) in Spanish on "La Familia" with no more than 5 spelling or grammatical errors.

Item 5.1c: Given a bowl of artificial fruit the child will orally describe in Spanish each fruit in complete sentences to the satisfaction of the teacher.

Item 5.1d: The child will read aloud two pages from a Spanish reader, book two, with a maximum of six errors.

TABLE VIII

INSTRUCTIONAL - SPANISH LANGUAGE ARTS - THIRD GRADE

PERCENT OF PUPILS IN CLASS WHO ATTAINED CRITERION

TEACHER	Item 6.1a*	Item 6.1b	Item 6.1c
Calonge	68	90	95
Corn	100	41	93
Garza	42	58	79
Lopez	64	41	96
Mora	55	59	100
Peche	59	7	90
Perez	57	96	69
Ramsey	--	--	54

*Item 6.1a: The child will read two pages from a Spanish basal reader, book three, with no more than 6 errors.

Item 6.1b: The child will write a story in Spanish of no less than two paragraphs on the topic "La Eseuela", with no more than 5 spelling or grammatical errors.

Item 6.1c: The child will discuss with the teacher in standard Spanish the topic "Los Animales Domesticos" to the satisfaction of the teacher.

TABLE IX

METROPOLITAN ACHIEVEMENT TEST SCORES - FIRST GRADE *

INSTRUCTIONAL - MATH - 7.1

TEACHER	PRE-TEST BILINGUAL	PRE-TEST CONTROL	POST-TEST BILINGUAL	POST-TEST CONTROL
Aguirre	61.7		41.3	
Almendarez	41.4		46.2	
Bailey		61.2		79.0
Brashears		52.9		63.0
Curlee	54.0		39.7	
G. Flores	60.2		43.8	
S. Flores	53.2		60.2	
Gaona	62.8		60.9	
Haley	35.8		19.1	
Jaure	43.3		33.9	
Jones	74.9		51.9	
Kimbro		57.6		42.4
Middleton	47.0		56.3	
Minica	63.8		41.6	
Mitchell	28.3		25.9	
Murillo	36.3		33.6	
Perales	42.0		22.4	
Randle		55.0		47.1
Reyna	35.2		31.9	
Rivas	62.8		35.7	
Thompson	23.6		13.9	
Vance	23.3		18.6	
Young		79.2		61.8
Sister Socorro	70.3		44.4	
MEAN	48.5	61.2	38.0	58.7

*Data shown in mean percentiles

TABLE X

METROPOLITAN ACHIEVEMENT TEST SCORES - SECOND GRADE *

INSTRUCTIONAL - MATH - 8.2

TEACHER	PRE-TEST BILINGUAL	PRE-TEST CONTROL	POST-TEST BILINGUAL	POST-TEST CONTROL
Alvarez	22.3		12.9	
Camacho	42.2		33.0	
Cardenas	51.9		37.2	
Comet	33.9		36.0	
Gafford		58.0		16.8
Hernandez	73.7		76.9	
Kolbe	62.0		61.3	
Miranda	40.6		37.9	
Muñoz	63.9		53.5	
Nicola	54.8		34.5	
Nuñez	48.		30.8	
Pachecano	34.7		21.1	
Rives	63.9		72.0	
Roberts	75.7		73.3	
Rodriguez	40.7		47.5	
Salazar		44.4		39.2
Sister Dolores	40.3		45.3	
MEAN	51.1	51.2	44.9	28.0

*Data shown in mean percentiles

TABLE XI

METROPOLITAN ACHIEVEMENT TEST SCORES - THIRD GRADE*

INSTRUCTIONAL - MATH - 9.1

TEACHER	PRE-TEST BILINGUAL	PRE-TEST CONTROL	POST-TEST BILINGUAL	POST-TEST CONTROL
Calonge	17.1		11.2	
Corn	23.5		23.2	
Farmer		46.7		50.3
Garza	20.9		30.7	
Lopez	17.84		14.4	
Mora	33.6		30.6	
Peche	33.8		43.4	
Perez	35.8		28.6	
Ramsey	47.8		61.4	
Rhodes		8.6		11.2
MEAN	28.8	27.7	30.4	30.8

*Data shown in mean percentiles

seems creditable on the achievement test since the reading of instructions and problems was required to be done in English.

The second graders achieved a level at the median (national norms) on the pre-test in math and slightly below the median on the post-test. Instructions for the test were in English. Only total scores in Math are shown. AS usual, these students made higher scores on the computation section of the test than on the section requiring reading the problems in English.

Third graders scores below the national median on the pre-test in math, but experienced normal gain during the school year.

The social studies is another subject which was taught bilingually. Special emphasis was given to units on Mexican-American culture and heritage. The objective was to develop social concepts and skills, especially an understanding and acceptance of the Mexican-American culture, and to develop a positive self-concept as revealed by selected criteria.

Teacher-made tests were given to pupils following the teaching of each social studies unit and teachers termed the achievement level of the pupils satisfactory. Further, a social studies test prepared by the coordinator and selected teacher-writers (but which has not been fully validated) was administered to a random sampling of pupils from grades one and two. When the test was given in Spanish 83% of the first graders achieved a 70% or better score compared to 43% when it was given in English. A score of 70% or better was achieved by 100% (Spanish test) and 83% (English test) of the second graders.

These data again point out the dire need for good culture-free tests and tests that do not penalize the pupil who has a limited use of English.

A second objective in social studies instruction, in fact, in all of bilingual teaching, is to help the bilingual pupils develop a more positive self-concept. Four criteria were used as a basis for comparison with control groups. These were attendance in school, oral responses in class, interest of parents as revealed by their classroom visits and other school contacts, and a total score on a self-concept scale.

Tables XIII, XIV, and XV contain the attendance data for the three grade levels. The average per cent attendance for first grade bilingual (91.34) and control groups (91.81) was approximately the same. The second grade control groups had a better attendance record (94.50 than the bilingual groups (92.95). The third grade bilingual classes had a better attendance (94.83) than the control groups (92.77).

Thus the attendance record for the bilingual classes was approximately the same as other classes in school. This is significant, however, since

TABLE XIII

PER CENT OF ATTENDANCE, 1969 - 1970, FIRST GRADE

TEACHER	FIRST SEMESTER	SECOND SEMESTER	YEAR BILINGUAL	YEAR CONTROL
Aguirre	90.91	91.71	91.31	
Almendarez	90.34	94.00	92.17	
Bailey	89.57	94.95		92.26
Brashears	87.16	92.23		89.69
Curlee	95.68	92.50	94.09	
Flores, G.	90.70	95.21	94.95	
Flores, S.	95.08	98.92	97.00	
Gaona	91.50	93.76	92.73	
Haley	88.07	87.46	87.76	
Jaure	91.68	92.50	92.09	
Jones	89.54	87.99	88.76	
Kimbro	90.97	93.84		92.40
Middleton	87.30	95.27	91.26	
Minica	90.13	90.48	90.30	
Mitchell	89.93	91.93	90.93	
Murillo	89.18	84.22	86.70	
Perales	92.86	96.65	94.75	
Randle	90.17	92.22		91.19
Reyna	86.74	92.70	89.72	
Rivas	92.31	92.45	92.38	
Thompson	83.54	89.65	86.59	
Vance	93.00	93.00	93.00	
Young	94.00	93.00		93.50
MEAN			91.34	91.81

TABLE XIV

PER CENT OF ATTENDANCE, 1969 - 1970, SECOND GRADE

TEACHER	FIRST SEMESTER	SECOND SEMESTER	YEAR BILINGUAL	YEAR CONTROL
Alvarez	89,68	90.35	90.01	
Camacho	96.68	95.50	96.09	
Cardenas	89.18	89.91	89.54	
Comet	91.26	92.59	91.92	
Gafford	96.67	96.50		96.58
Hernandez	94.99	95.44	95.21	
Kolbe	96.00	94.50	95.25	
Miranda	94.10	94.86	94.48	
Muñoz	94.00	96.00	95.00	
Nicola	91.68	92.50	92.09	
Nuñez	91.63	90.36	90.99	
Pachecano	90.29	94.03	92.16	
Rives	94.84	97.67	96.25	
Roberts	92.96	94.88	93.92	
Rodriguez	87.79	88.92	88.35	
Salazar	91.13	93.71		92.42
MEAN			92.95	94.50

TABLE XV

PER CENT OF ATTENDANCE, 1969 - 1970, THIRD GRADE

TEACHER	FIRST SEMESTER	SECOND SEMESTER	YEAR BILINGUAL	YEAR CONTROL
CAlonge	97.42	95.37	96.39	
Corn	90.58	91.48	91.03	
Farmer	95.67	95.00		95.33
Garza	91.96	93.14	92.55	
Lopez	91.41	95.16	93.28	
Mora	93.77	93.24	93.50	
Peche	94.55	94.88	99.71	
Perez	92.89	96.88	94.88	
Ramsey	97.68	97.00	97.34	
Rhodes	91.53	88.90		90.21
MEAN			94.83	92.77

the child from the low-income Mexican-American home has traditionally had a poor attendance record.

It was noted that attendance in San Marcos was generally better than that in Harlandale. This may be the result of the extra bus transportation furnished by the San Marcos School district.

Pupils in bilingual rooms do respond orally more freely than pupils in comparison rooms according to our predictions. Sustantiating data are shown in Table XVI.

The oral response rate in the first and third grade bilingual classes (chosen at random) was significantly higher than in the comparison rooms. The rate in second grade bilingual rooms was lower than the comparison room, but data were collected in only one comparison room, which would leave the results open to question. Overall, the rate in bilingual rooms was significantly higher than in control rooms.

Records were kept by the teachers regarding the number of parent visits to school and the number of phone calls and letters regarding their children. A survey of these records reveals that parents with children in bilingual rooms contacted the teacher five times more often than the parents in comparison rooms in first grade, seven times more often in second grade, and twice as often in third grade. This seems to be a significant indication of the interest of the parents in the special effort being made for their children and should certainly result in a more positive self-concept on the part of their children.

McDaniel's Inferred Self-Concept Scale was completed on a sample of first, second, and third grade classes--both bilingual and control. The results are shown in Table XII.

The scale was developed by Dr. McDaniel as a part of her dissertation at the University of Texas. Studies have indicated that it is a highly valid and reliable rating scale.

The data on the self-concept scale show a higher score in all bilingual rooms than in comparison rooms. The difference was 7% in first grade, 14% in second grade, and 8% in third grade. The average is approximately 10% overall, which was the predicted difference between the bilingual and control groups.

The self-concept scale should be completed as a pre- and post-test for all pupils in the program next year.

TABLE XVI

ORAL RESPONSES OF PUPILS IN A FIVE MINUTE SAMPLE PERIOD

TEACHER	GRADE	NUMBER IN CLASS BILINGUAL/CONTROL		NUMBER WHO RESPONDED BILINGUAL/CONTROL		PERCENT WHO RESPONDED BILINGUAL/CONTROL	
Flores	1	23		6		26.1%	
Reyna	1	24		3		12.5%	
Gaona	1	27		4		14.8%	
Murillo	1	27		3		11.1%	
Haley	1	27		27		100%	
Curlee	1	25		21		48%	
Jaure	1	28		20		71.4%	
Bailey	1		22		0		0%
Kimbro	1		25		12		48%
TOTALS (Mean Percent)		181	47	75	12	42%	24%
Hernandez	2	17		14		82%	
Rives	2	27		13		48.4%	
Rodriguez	2	20		10		50%	
Kolbe	2	25		0		0%	
Nicola	2	26		12		46.1%	
Comet	2		25		15		65.2%
TOTALS (Mean Percent)		115	25	49	15	42.6%	65.2%
Mora	3	19		12		63.1%	
Calonge	3	21		12		57.1%	
Lopez	3	22		12		54.5%	
Perez	3	26		14		43.8%	
Ramsey	3	27		19		70.4%	
Harper	3		21		5		24.2%
Hauser	3		24		0		0%
Farmer	3		31		26		84%
TOTALS (Mean Percent)		115	76	69	31	60%	40.7%

TABLE XII

COMPARISON OF RESULTS OF INFERRED SELF-CONCEPT JUDGMENT SCALE*

	NUMBER	MEAN SCORE	PERCENT	DIFFERENCE
FIRST GRADE				
Bilingual	24	4.18	84%	+ 7%
Control	26	3.85	77%	
SECOND GRADE				
Bilingual	29	4.28	86%	+ 14%
Control	29	3.58	72%	
THIRD GRADE				
Bilingual	28	4.59	92%	+ 8%
Control	28	4.18	84%	

* The total self concept score can be thought as a point on a continuum between 1.00 and 5.00, with 1.00 representing a socially undesirable (or negative) and 5.00 representing a socially desirable (or positive) concept of self.

Teaching Improvement Component

The program in staff development was designed to give preservice and in-service training to prospective teacher and practicing teachers to develop competency in teaching bilingually.

The pre-service phase involved the recruitment and orientation of senior elementary education students at Southwest Texas State University for work in bilingual education. Twenty-six students entered the program during the year, 1969-70. They were enrolled in an evening class at SWTSU, under the Project Director, in which they received orientation to bilingual education in general and on our project in particular. They were given numerous opportunities to observe in bilingual classes. Upon completion of the course the students did their internships in bilingual classrooms in San Marcos and Harlandale for a period of 9 weeks (full time) or 18 weeks (half time) under the general supervision of the project director.

Students were evaluated through use of the University rating scale for student teachers and by the use of video-tapes made of the students. These ratings were made by the supervising teacher, the students in a self rating, and by the project director. All students completed their internships with above average ratings. Evidence of the high level of accomplishment of the group was the graduation of four of the students with highest honors. Further evidence is the fact that most of the graduates have begun teaching, or will begin teaching in the fall, in bilingual programs. They have contracted to teach in San Marcos, Harlandale, San Antonio, Laredo, United Consolidated, Corpus Christi, Kyle, Fort Worth, and Kennedy.

This teacher training phase of the project should be strengthened next year by increased efforts to recruit Spanish-speaking students into the program by offering them additional course work to better prepare them for teaching the bilingual child.

In addition to the student teachers from SWTSU, a number of students from Our Lady of the Lake College's Project Teacher Excellence did their intern experiences with our bilingual teachers.

All of the bilingual teachers in the program were video-taped during the school year. The plan to do an interaction analysis with the teachers in connection with the video-taping was not done, since the Texas Legislature was late in appropriating money for colleges and the equipment was not received until late in the year. This will be used extensively next year. At any rate, teachers stated that seeing themselves teaching for the first time was an interesting and profitable experience.

Coordinators observed teachers in action at least twice a month and held monthly discussion and evaluation meetings with them. Ratings of the teachers were made on rating scales (sample in Appendix I) by the coordinators and principals in February and May, 1970. Teachers themselves did a self-rating in March, 1970. The results of the principals'-coordinators' ratings are to be found in Tables XVII, XVIII, and XIX. Teachers were generally rated slightly higher on the second rating than on the first. Coordinators and principals, without consultation, rated the teachers approximately the same--above average to superior. Teachers generally rated themselves lower than did the principals and coordinators.

Teachers' responses to a questionnaire reveal that 38% were very satisfied with the program, 60% generally satisfied, and only one teacher unsatisfied. 93% say they definitely want to stay in the program. The others say they want to stay in if they can get more aide help to compensate for the additional work in teaching and testing bilingually and the extra time spent in attending meetings.

Ratings were made by teachers and coordinators on the teacher aides. Rather than attempt any comparative analysis of the rating, the coordinator's used the ratings, along with comments and suggestions on some, as a basis for work during monthly in-service meetings.

Coordinator s state that aides still need instruction and practice in the making of charts (especially the lettering), on dry mounting and laminating procedures, and on the use of other equipment, such as projectors and recorders. This will be done during the pre-school workshop for aides this summer.

Community Involvement Component

The objective of this component is to actively involve parents and community leaders in efforts to establish a better learning environment for bilingual children. Thus, the relationship between the schools and the parents of bilingual children will be improved as indicated by criteria discussed below.

There was a greater number of bilingual parent contacts with the schools than of parents of children in non-bilingual rooms. As stated earlier the parents from bilingual rooms contacted the teachers or schools more than three times as often as those in comparison rooms.

Questionnaires were sent to parents and community advisory committee members in February and in April, 1970. There was a 36% return in San Marcos and a 51% return in Harlandale. There was evidence of enthusiasm for the

TABLE XVII

RATING OF FIRST GRADE BILINGUAL TEACHERS*

TEACHER	COORDINATOR'S RATING PRE	COORDINATOR'S RATING POST	PRINCIPAL'S RATING PRE	PRINCIPAL'S RATING POST	SELF RATING
Aguirre	1.1	1.0	1.3	1.6	1.6
Almendarez	1.8	1.9	2.1	2.0	2.4
Curlee	2.0	2.0	1.0	1.1	1.5
G. Flores	1.4	1.0	2.4	3.0	3.0
S. Flores	1.5	1.1	2.3	2.0	2.0
Gaona	1.3	3.0	1.0	1.7	1.8
Haley	1.4	1.2	2.5	3.0	2.0
Jaure	1.9	1.9	1.0	1.2	2.3
Jones	1.1	1.0	2.9	2.0	1.4
Middleton	2.8	2.0	2.8	3.0	1.5
Minica	1.4	1.1	1.5	1.4	2.0
Mitchell	1.5	2.0	1.5	1.2	2.2
Murillo	1.2	1.2	1.9	2.4	3.0
Perales	2.8	2.2	1.7	1.8	2.1
Reyna	1.1	1.2	1.0	1.4	2.0
Rivas	1.5	1.0	1.5	1.3	2.0
Sister Socorro	1.8	1.5	2.7	2.0	2.5
Thompson	2.5	2.0	2.7	3.0	2.0
Vance	2.2	2.2	1.1	1.1	2.0
MEAN	1.7	1.6	1.8	1.9	2.1

* Rating Range: 1.00 (Superior) to 5.00 (Unacceptable)

TABLE XVIII

RATING OF SECOND GRADE BILINGUAL TEACHERS*

TEACHER	COORDINATOR'S RATING PRE	COORDINATOR'S RATING POST	PRINCIPAL'S RATING PRE	PRINCIPAL'S RATING POST	SELF RATING
Alvarez	3.1	1.7	3.0	2.0	3.0
Camacho	2.0	2.0	1.1	1.2	2.1
Cardenas	1.3	1.1	2.2	2.5	2.6
Comet	1.0	1.1	1.4	1.0	2.0
Hernandez	1.2	2.0	1.9	2.0	2.2
Kolbe	1.9	2.0	1.0	1.0	2.0
Miranda	1.5	2.0	2.7	3.0	2.0
Muñez	1.9	1.9	2.0	2.0	2.3
Nicola	1.9	1.9	1.5	1.1	2.1
Nuñez	1.4	1.7	2.0	1.7	2.3
Pachecano	1.3	1.0	1.2	1.4	3.0
Rives	1.1	1.0	1.0	1.7	2.0
Roberts	1.0	1.0	1.3	1.1	2.5
Rodriguez	1.3	1.8	1.3	1.6	3.0
Sister Dolores	1.5	1.2	1.4	1.2	2.3
MEAN	1.6	1.6	1.7	1.6	2.4

*Rating Range: 1.00 (Superior) to 5.00 (Unacceptable)

TABLE XIX

RATING OF THIRD GRADE BILINGUAL TEACHERS*

TEACHER	COORDINATOR'S RATING PRE	COORDINATOR'S RATING POST	PRINCIPAL'S RATING PRE	PRINCIPAL'S RATING POST	SELF RATING
Calonge	1.1	1.0	1.0	1.9	1.0
Corn	1.5	1.3	1.5	1.2	3.0
Garza	1.8	1.2	1.7	1.0	3.0
Lopez	1.7	1.4	1.0	1.5	2.2
Mora	1.0	1.0	1.8	2.0	2.3
Peche	1.4	2.0	2.5	1.3	3.0
Perez	2.1	1.8	1.0	1.1	3.0
Ramsey	2.0	2.0	1.0	1.0	1.7
MEAN	1.6	1.5	1.4	1.4	2.4

* Rating Range 1.00 (Superior) to 5.00 (Unacceptable)

program by their responses and comments. 93% of the respondents think the program is a good idea. 97% of the respondents feel that their children liked school this year. A random sample of the parents' comments is given in Appendix II.

Members of local community advisory committees met with project coordinators three times during the year to get reports on the program and make suggestions for improvement.

Principals have stated that a number of parents have asked how they can get their children in bilingual classes next year.

One idea of the coordinator in Harlandale was tried this year with success. She held a Parents' Circle meeting in each elementary school bi-monthly. Teachers gave support to the idea by helping with the program and serving refreshments. As many as one third of the bilingual parents attended on some occasions. Discussions and demonstrationa were held concerning bilingual education and the part the parents could play in the education of their children. This appears to be on area of parent involvement that should be strengthened in our project. Attendance at these meetings was higher than that at PTA meetings in many schools.

Project Coordination Component

The objective for this component was to administer and coordinate the project activities so that project goals could be met successfully and economically.

The project goals have generally been attained according to the time schedule originally proposed. That this has been done economically can be shown by the approximately $98. per child which was expended during the first year. This figure represents the cost of materials and books--both commercial and project developed--but not equipment, and the in-service training of teachers and aides--and aides' salaries, but no teacher's salaries.

The project director, although listed as half time person, has been able to devote practically full time to the project since his class at the University was taught at night or on Saturday and his work supervising bilingual student teachers could be done in conjunction with his visits to the schools. Even the trips to the Harlandale schools (50 miles distance from San Marcos) were not a great handicap since such trips are a normal part of his responsibility as a supervisor of student teachers in the San Antonio area. The excellent cooperation of the administrators in Harlandale and the superior ability of the coordinator to organize and carry out her

responsibilities has made it unnecessary for the director to spend more than one or two days per week in Harlandale.

The excellent cooperation and enthusiasm for the program by the principals and teachers in the San Marcos schools has made it possible for the program to be carried out as planned despite the inefficiency and insubordination of the coordinator. The coordinator has been released and will be replaced by a person who meets the experience requirements for the position. Perhaps the program should make greater provision for in-service training of supervisory personnel in addition to the training of teachers and aides.

Recommendations

The first year of operation of the program, Bilingual Instruction for Grades 1-3, was successful. The enthusiasm of the administrators and teachers has been high. The evaluation data show generally favorable results. The response of the community to the program has been exceptional.

The bilingual program should continue. If federal funds cannot be used for horizontal expansion the local districts should begin efforts to begin bilingual instruction in all primary classes. There have been a number of minor problems during the year as can be expected in any new project, but most have been resolved without adverse effects on the program. The following recommendations incorporate suggestions from teachers, aides, principals, superintendents, and parents:

That the program be continued as a cooperative effort between Harlandale, San Marcos, and Southwest Texas State University.

That Southwest Texas State University make a greater effort to develop a more comprehensive training program for bilingual students who are majoring in elementary education.

That the bilingual curriculum guides be revised in accordance with teachers' suggestions.

That the evaluation design be made more comprehensive and more specific regarding objectives and criteria for success.

That a pre- and post-test arrangement be used where possible--with as long an interval between the two as practicable--because of the difficulty in establishing comparison groups that are parallel.

That continued efforts be made to improve rating scales and other testing devices.

That the Parent's Circle idea become a regular part of every school in the districts in order to increase the involvement of parents in the education of their children.

APPENDIX I

SAMPLE RATING SCALES AND QUESTIONNAIRES

Self Concept Judgment Scale

Principals and Coordinators Rating of Teachers

Teacher Self Evaluation

Teachers Evaluation of Aide

Parents Questionnaire

Verbal Interaction in Classroom

INFERRED SELF-CONCEPT JUDGMENT SCALE
FOR USE IN A SCHOOL SETTING

We are concerned here with your judgment of the student's "view of himself" ("self-concept") as it is generated by and in the school setting. You are asked to describe your perception of a student's self-concept in terms of the following items. Please indicate your rating on each item, using the scale below.

1. _____Never
2. _____Seldom
3. _____Sometimes
4. _____Usually
5. _____Always

_____1. Enjoys working with others
_____2. Exhibits self-confidence
_____3. Plays with smaller or younger children
_____4. Evidences strong pleasure in good work
_____5. Is antagonistic to adults
_____6. Has unrealistic expectations for himself
_____7. Is easily discouraged
_____8. Appears unsociable
_____9. Cries easily
____10. Is unfriendly to classmates
____11. Tries to dominate or bully
____12. Fights
____13. Talks compulsively
____14. Seems afraid of teacher
____15. Feels he is "picked on" by classmates
____16. Gives up easily
____17. Is defiant
____18. Thinks he is right
____19. Is ready to accept blame when at fault
____20. Is trusting
____21. Seems to have a "chip" on his shoulder
____22. Is quarrelsome or argumentative
____23. Is "Over-sensitive"
____24. Provokes hostility from classmates
____25. Thinks his teacher likes him
____26. Tattles
____27. Is withdrawing
____28. Is fearful
____29. Seems satisfied with level of performance
____30. Appears worried

CHILD'S NAME_____

GRADE_____

SCHOOL_____

Copyright by Dr. E. L. McDaniel (Scoring Key and Interpretation not included)

BILINGUAL EDUCATION PROGRAM

Teacher Rating Form To Be Completed By The
Project Coordinators and Principals

Teacher_____ School_____

Key for Rating Scale

1. Superior. Denotes excellent, exceptional, and outstanding qualities; consistently high standards.

2. Above average. Denotes desirable qualities and often high standards.

3. Average. Denotes satisfactory performance and occasionally high standards.

4. Below average. Denotes occasionally substandard qualities, but potential for improvement is evident.

5. Unacceptable. Denotes poor, inadequate, inferior qualities. Consistently low standards.

PROFESSIONAL ATTITUDES

To What extent does this teacher:

____1. Demonstrate enthusiasm toward her work in the Bilingual Program, toward her work with Mexican-American students, and toward the school?

____2. Demonstrate sympathetic understanding of group and individual problems of her students?

____3. Demonstrate an awareness of and an appreciation for the cultural heritage of Mexican-American students?

____4. Know the goals and procedures of the Bilingual Project of which she is a part?

CLASSROOM METHODS

To what extent does this teacher:

____1. Use accurate oral and written standard English in her classroom?

____2. Use accurate oral and written standard Spanish in her classroom?

____3. Utilize, in a productive way, the time and services of her teacher's aide?

____4. Utilize instructional materials in her classroom?

_____5. Encourage students to bring in materials for instruction from outside her classroom?

_____6. Maintain a classroom atmosphere conducive to good learning situations?

_____7. Create, by her teaching, an awareness of the cultural-heritage of the Mexican-American student in her classroom?

_____8. Successfully teach in the area of her assignment (English, Mathematics, Social Studies) according to the objectives of the Bilingual Education Project?

_____9. Effectively aid the Mexican-American student in the development of a positive self-concept?

____10. Overall classroom methods rating.

PERSONAL ATTITUDES

To what extent does this teacher:

_____1. Dress and groom appropriately?

_____2. Demonstrate honesty and sincerity?

_____3. Posses a sense of humor?

_____4. Demonstrate open mindness and acceptance?

_____5. Demonstrate punctuality in all duties?

_____6. Demonstrate positive leadership toward her Mexican-American students?

_____7. Demonstrate a professional attitude?

_____8. Overall personal attitudes rating.

COMMENTS:_____

_____

_____

_____

_____

Date_____ _____

(Coordinator or Principal)

BILINGUAL EDUCATION PROGRAM

Teacher Rating Form--Self Evaluation

Teacher_____ School_____ Grade_____

Key for Rating Scale

1. Superior. Denotes excellent, exceptional, and outstanding qualities; consistently high standards.

2. Above average. Denotes desirable qualities and often high standards.

3. Average. Denotes satisfactory performance and occasionally high standards.

4. Below average. Denotes occassionally substandard qualities, but potential for improvement is evident.

5. Unacceptable. Denotes poor, inadequate, inferior qualities. Consistently low standards.

PROFESSIONAL ATTITUDES

To what extent do you:

____1. Demonstrate enthusiasm toward your work in the Bilingual Education program and toward your work with Mexican-American students?

____2. Demonstrate sympathetic understanding of group and individual problems of your students?

____3. Demonstrate an awareness of and an appreciation for the cultural heritage of Mexican-American students?

____4. Know the goals and procedures of the Bilingual Program?

CLASSROOM METHODS

To what extent do you:

____1. Use standard oral and written English in the classroom?

____2. Use standard oral and written Spanish in the Classroom?

____3. Utilize, in a productive way, the time and services of the aide?

____4. Make best use of instructional materials in the classroom?

___5. Encourage students to bring in materials for instruction from outside the classroom?

___6. Maintain a classroom atmosphere conducive to good learning situations?

___7. Create, by your teaching, an awareness of the cultural-heritage of the Mexican-American student?

___8. Successfully teach bilingually the separate subjects (English, Mathematics, Social Studies) according to the objectives of the program?

___9. Effectively aid the Mexican-American student in the development of a positive self-concept?

___10. Overall classroom methods rating.

PERSONAL ATTITUDES

To what extent do you:

___1. Dress and groom yourself appropriately?

___2. Demonstrate honesty and sincerity?

___3. Possess a sense of humor?

___4. Demonstrate open mindness and acceptance?

___5. Demonstrate punctuality in all duties?

___6. Demonstrate positive leadership toward the Mexican-American students?

___7. Demonstrate a professional attitude?

___8. Overall personal attitudes rating.

STRENGTHS: _____

_____

_____

_____

_____

WEAKNESSES (State areas which might be corrected by in-service training): _____

_____

_____

_____

1. How many hours____ minutes____ per day____ week____ (Check one) do you have the services of an aide in your classroom?

2. List the ways in which the aide is most helpful to you:_____

_____

_____

_____

3. Check the appropriate blank in each of the following:

   A. English Language Arts (Reading, Spelling, language) is taught in English only___; Some___ Many___ explanations are made in Spanish. Average minutes per day taught_____.

   B. Spanish Language Arts is taught in Spanish only____; Some___ Many___ explanations are made in English. Average mintues per day taught_____.

   C. Math is taught in English only____ Spanish____; Use Spanish to explain difficult words and concepts only____. Ratio of English to Spanish: 25/75____ 50/50____ 75/25____. Other:_____. Average minutes per day taught____.

   D. Social Studies is taught in English only____ Spanish only____. Use Spanish to explain difficult words and concepts only____. Ratio of English to Spanish: 25/75____ 50/50____ 75/25____. Other:_____. Average minutes per day taught:_____.

   E. Science is taught in English only____ Spanish only____. Use Spanish to explain difficult words and coneepts only____. Ratio of English to Spanish: 25/75____ 50/50____ 75/25____. Other:_____. Average minutes per day taught_____.

   F. Health and Safety is taught in English only____ Spanish only____. Use Spanish to explain difficult words and coneepts only____. Ratio of English to Spanish: 25/75____ 50/50____ 75/25____. Other:_____ Average minutes per day____ week____ taught:_____.

4. Do the pupils feel free to use either Spanish or English in responding?

   YES_____ NO_____

5. Did you volunteer for your position in the Bilingual Program?

   YES_____ NO_____

6. Do you want to continue (next year) as a teacher in the Bilingual Program?

YES_____ NO_____

7. Are you unsatisfied_____ generally satidfied_____ very satisfied_____ with the present program design?

8. Please list specific ways you think the program can be effectively changed.

TEACHER'S EVALUATION OF BILINGUAL AIDE

Teacher Aide_____ Date_____
(Name)

Please assign the appropriate rating which you feel most nearly represents the characteristics and/or job performance of the person named above.

KEY FOR RATING

1. Superior 2. Above Average 3. Average 4. Below Average 5. Unacceptable

____GENERAL APPEARANCE: Acceptable, attractive, neat
____PHYSICAL FITNESS: Free from chronic ailments
____PERSONALITY: Wholesome, pleasing
____SOCIAL QUALITIES: Evidence of social maturity
____CHARACTER: Evidence of strength
____ETHICS: Professional relationships
____EMOTIONAL STABILITY: Self-control
____CITIZENSHIP: Community and personal standing
____USE OF ENGLISH: Acceptable in conversation
____USE OF SPANISH: Acceptable in conversation
____INTELECTUAL CAPACITY: Alert, responsive, adequate
____ATTITUDE TOWARD CHILDREN: Recognized their needs

TO WHAT EXTENT DOES THE AIDE:

____Assist in group instruction?
____Assist in reproduction of instructional materials?
____Assist in individual tutoring of children?
____Assist in translating from English to Spanish?
____Assist in handling the children's personal problems?
____Help interpret the program to the Mexican-American Community?
____Overall job performance rating of teacher aide.

MAJOR STRENGTHS:_____

_____

_____

_____

_____

MAJOR WAKNESSES (Need for inservice training):_____

_____

_____

_____

_____

_____
(Evaluating Teacher)

HARLANDALE/SAN MARCOS

BILINGUAL EDUCATION PROGRAM

Parents: Please complete and return to your school.

1. Have you heard or read of the Bilingual Education Program in your school?
YES_____ NO_____

If Yes, how did you hear?

A. Read in Newspaper_____. D. Heard on radio_____.
B. Heard from teacher or aide_____. E? Heard from another person_____.
C. Heard from school child_____. F. Read Bilingual Newsletter_____.

2. Would you be willing to help in some way in the Bilingual Education Program in your school? YES_____ NO_____

3. Have you visited one of the Bilingual classes? YES_____ NO_____

4. Do you think the Bilingual Education Program a good idea? YES____ NO_____

5. If you could have gone to a bilingual school as a child do you think it would have helped you in later life? YES_____ NO_____

6. Do you have a child in one of the bilingual classes? YES_____ NO_____

7. Does your child like school? YES_____ NO_____

8. Do you feel that the Bilingual Education Program can help improve understanding between the school and the home? YES_____ NO_____

If Yes, in what ways?_____

_____

_____

_____

Thank you for your help. Please use the back of this page for additional comments.

ANALYSIS OF VERBAL INTERACTION IN CLASSROOM

INSTRUCTIONS: A five minute video-tape will be made of the teacher and her class while a lesson is being taught. A tally of teachers/pupil verbalization will be kept in appropriate categories at 5 second intervals.

TEACHER:

1. LECTURES: gives facts and/or opinions concerning content of procedures (teacher initiated)._____
2. ASKS QUESTIONS: questions about content or procedures expecting student answers._____
3. GIVES DIRECTIONS: Gives instructions, commands, or orders which a student is expected to carry out._____
4. ANSWERS QUESTIONS/DISCUSSES: (pupil initiated)_____
5. PRAISES/ENCOURAGES/REINFORCES: response to pupil efforts._____
6. CRITICIZES: non-accepting of behavior or response._____
7. SILENCE/CONFUSION:_____
8. SILENCE/PRODUCTIVE ACTIVITY:_____

PUPIL:

9. STUDENT TO TEACHER TALK-teacher initiated._____
10. STUDENT TO TEACHER TALK-pupil initiated._____
11. STUDENT TO STUDENT TALK-spontaneous._____
12. STUDETN TO TEACHER-in unison._____

TOTAL: TEACHER TALK_____

TOTAL: STUDENT TALK_____

TOTAL: SILENCE OR CONFUSION_____

NUMBER OF STUDENT IN CLASS_____

NUMBER OF STUDENT WHO RESPONDED_____

EACHER_____ _____ GRADE_____ BILINGUAL_____

CONTROL_____

APPENDIX II

PARENTS' COMMENTS AND LETTERS CONCERNING PROGRAM

COMMENTS FROM PARENTS

"I suggest you keep up the good work as you have been doing. I think the 'El Paricutin' is very interesting. I hope they will keep sending it home, so I can read it."

"Estamos muy contentos con el progreso que nuestra hija muestra en su forma de hablar el español. Realmente el Programa de Educacion Bilingue es de gran beneficio para nuestro ninos."

"The Bilingual Education is a very good education program. My girls have learned to read and write Spanish in a period of 10 months. My suggestion is to keep the program going on."

"Would suggest that since this newsletter brings the school closer to the parents of the school children and in order that it would really get to our hands, I suggest that it would be mailed to the homes or distributed to the mailboxes instead of being brought home by the children, since it sometimes gets lost."

"Creimos que la education bilingue es buena, porque ayudaria a los niños de padres Mexicanos a hablar bien los dos idiomas y tendra mas oportunidades de trabajo al terminar sus estudios."

"I did not know how to read Spanish. Ever since my little girl has been bringing this little booklet I have been trying to read them . Now I can read most of the words. I think it is very good for the children in school to have this Bilingual Education Program. I think it is very Educational and very good."

"Its a very interesting project and should be continued. The progess in the children speaking and spelling in Spanish is just wonderful. The greatest improvement we could have is to keep on having it. I always read the Paricutin and I like it a lot. I hope we keep on having it."

"I think the bilingual program is a success. I had my doubts about it at first but my daughters would not have learned as much in a regular class. I wish to thank all person concerned with the program."

"I think this program should continue because not only does it help the children at school but also the parent of this children. For instance I enjoy reading this letter and believe me some words I can not read or pronounce my child help me make them out. I find this letter very interesting and educational."

APPENDIX III

SAMPLE LESSON FROM FIRST GRADE

SOCIAL STUDIES UNIT

FIESTA

INTRODUCTION:

In the Fiesta unit the child learns new vocabulary words which are useful in everyday life. This unit is designed to be used 1 or 2 or 3 days at a time throughout the year. It should be used just before or on the day involved.

TEACHER: Niños, vamos hablar de La nNoche Libre. (Vispera de todos los Santos). El treinta y uno de octubre es la Vispera de Todos los Santos o La Noche libre. Generalmente, los niños llevan trajes de fantasia.

BASIC DIALOGUE: (Teacher models each expression 5 or more times. Children repeat.)

TEACHER:	CHILDREN:
1. Ésta es la bruja chistosa. This is a funny witch.	1. Ésta es la bruja chistosa. This is a funny witch.
2. Ésta es la mascara chistosa. This is a funny mask.	2. Ésta es la mascara chistosa. This is a funny mask.
3. Ésta es la calabaza chistosa. This is a funny jack-o-lantern.	3. Ésta es la calabaza chostosa. This is a funny jack-o-lantern.
4. Éste es el fantasma chistoso.	4. Éste es el fantasma chistoso.
5. Éste es el espanto chistoso. This is a funny ghost.	5. Éste es el espanto chistoso. This is a funny ghost.
6. Éste es el esqueleto chistoso. This is a funny skeleton.	6. Éste es el esqueleto chistoso. This is a funny skeleton.

SUBSTITUTION DRILL:

TEACHER:	CHILDREN:
1. ___ ___ ___bruja___.	1. Esta es la bruja chistosa.
2. ___ ___ ___mascara.____.	2. Esta es la mascara chistosa.

3. ___ ___ ___calabaza_____.	3. Esta es la calabaza chistosa.
4. ___ ___ ___fantasma___.	4. Esta es el fantasma chistoso.
5. ___ ___ ___espanto___.	5. Este es el espanto chistoso.
6. ___ ___ ___esqueleto___.	6. Este es el esqueleto chistoso.

QUESTION AND ANSWER DRILL:

TEACHER:	CHILDREN:
1. ¿Qué es ésta? (point to witch)	1. Esta ea la bruja chistosa.
2. ¿Qué es ésta? (point to mask)	2. Esta es la mascara chistosa.
3. ¿Qué es ésta? (point to pumpkin)	3. Esta es la calabaza chistosa.
4. ¿Qué es éste? (point to monster)	4. Este es elfantasma chistoso.
5. ¿Qué es éste? (point to ghost)	5. Este es el espanto chistoso.
6. ¿Qué es éste? (point to skeleton)	6. Este es el esqueleto chistoso.

VOCABULARY:

General	General
el globo	balloon
los molinetes	pin wheel
el carusel	merry-go-round
los cohetes	fireworks
el desfile, la parada	parade
los cacahuates	peanuts
la raspa	snow cone
el helado	ice cream
la piñata	piñata
los regalos	presents

Vispera de todos los Santos:

La Noche Libre	Halloween
la bruja	witch
la calabaza	pumpkin or jack-o-lantern
chistoso, a	funny
ek esoabti	ghost
la mascara	mask

El día de Dar Gracias--Thanksgiving Day

el pavo (el guajolote)	turkey
Dios	God
peregrino, a	pilgrim
indio, a	indian

Navidad	Christmas
Feliz Año Nuevo Happy New Year	
Feliz Navidad!	Merry Christmas
El Niño Dios	Baby Jesus
San Nicolas	St. Nicholas
La Piñata (la olla - clay pot de barro)	

El Rodeo --------- The Rodeo

el caballo	bronc horse
bronco	
el carro de toldo	covered wagon
el hierro para marcar	branding iron
el novillo	steer
la silla para montar	saddle
valiente	brave
la vaquera	cowgirl
las botas	boots
la diligencia	stage coach

La Pascua Florida--Easter

las canastas	baskets
los conejos	rabbits (bunnies)

El Dia de la Madre--Mother's Day

el diéz de mayo	May the 10th
la tarjeta	card
te quiéro mucho	I love you very much.